JUN 23 1931

Things That Make a Pupil Slow

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
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Table of Contents

JUNE 22, 1931

EDITORIALS:—
- Is Education Dead or Alive? 671
- American Education in Action 671
- State Superintendent Rule 672
- Important Legal Decision 672
- Edward R. Clarke 672
- C. H. Dempsey to Arlington 672
- William John Cooper's Latest 672

FAMOUS NEW BRITAIN 673
By Albert E. Winship

BELDING'S PAGE 674
- Creeds Have Their Day 674
- Mounting Tuitions 674
- A Student Editor 674

THINGS THAT MAKE A PUPIL SLOW 675
By Robert Paris Carroll

YOUR WORTH (Poem) 677
By Alfred Osmond

"TO HIM THAT HATH" 678
By Worth McClure

JUNIOR HIGH SCHOOLS CRITICISED 680
By Anne Gilbert

UNCLE SAM'S DOMAIN 682
By Jacques W. Redway

PERSONAL AND PROFESSIONAL 684

CITY SUPERINTENDENTS OF MAINE 685

THE BOOK TABLE 686

EDUCATION IN ACTION 687

GRINS BETWEEN GRINDS 690

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Editorials

Is Education Dead or Alive?

IS EDUCATION for yesterday or tomorrow? Should schools be like those of the nineteenth or twentieth century? Should teachers be educated to teach children to live thirty years ago, or for the next five, ten, or twenty years?

What would be done with an agricultural college professor who would announce that his institution would prepare students to raise and market crops in the same way, at the same price, as he was taught to raise and market them?

That is precisely what we have heard advocated more than once in teacher-training addresses in June 1931.

American Education in Action

PRESIDENT HOOVER, Secretary Wilbur, Commissioner Cooper, and Secretary Crabtree are working in harmony for the promotion of education in every way, everywhere, all the time, as has never been known before.

The National Department of Education, for the first time, has office room, adequate equipment, personal service, and available salaries never dreamed of before.

The National Education Association for the first time has professional prestige beyond that of any country in the world.

There is absolute harmony in every way between the Office of Education, the National Education Association, and National Council of Education, and each of these great activities is financially, officially, and professionally equipped as never before.

Public education, private education and parochial education enjoy a spirit of education never supposed possible even three years ago.

This achievement results from the creation of "The Office of Education," which blossomed, fruited, and ripened wonderfully, and was marketed miraculously, all in two years.

It has been my privilege to know the trail of the various efforts to promote a nationalized education through every political and professional administration of the sixty-one years as no one else has been privileged to know those efforts.

Lest I never materialize my aspiration to touch

the high spots of this trail I would like to say that the Office of Education, with its attendant achievements, has resulted from the vision which created a National Education Association headquarters in Washington, and ultimately eliminated friction, political and professional, racial and sectarian.

State Superintendent Rule

GOVERNOR PINCHOT has appointed James N. Rule state superintendent of Pennsylvania. This appointment gives universal satisfaction, professionally and personally. Professionally it was the appropriate appointment, as he has been acting state superintendent since the death of Dr. Keith, and personally it is highly appreciated because he has served gracefully and graciously in the state department with Dr. Finegan, Dr. Becht, and Dr. Keith.

He has been in the state department for ten years, and every head of a department has been delightfully associated with him, personally and professionally.

He has avoided administrative friction through a rare disposition and temperament, which have promoted personal peace and professional prosperity.

Important Legal Decision

A WOMAN, nineteen years of age, in a state university in Ohio, failed to pass her examinations. The failure was so serious that the university administration decided that she was not likely to graduate at any time, and she was suspended.

The case was taken to the court by her father. The court's decision, in part, follows:—

> "In short, can the university, through the adoption of by-laws and regulations, decree that the plaintiff cannot go to school?
>
> "The authorities are all in accord that schools supported by the state do have a right to expel or drop students for immorality, insubordination, failure to observe reasonable rules and regulations of conduct and other like infractions, but nowhere are we able to find any decided case giving the right to school authorities to drop a student for failure to come up to scholastic requirements.
>
> "The unquestioned right which the faculty has to refuse promotion or graduation, or even demote them to a lower class or require the repeating of the year's work, has always seemed a sufficient disciplinary action where the student has observed all reasonable rules and regulations and is guilty of nothing more than being mentally slow."

Edward R. Clarke

EDWARD R. CLARKE, superintendent, Winthrop, Massachusetts, a suburban city of the 20,000 class, looms large in modern education leadership.

The Massachusetts State Federation of Teachers under its name had as presidents, John J. Lynch, elementary principal, Connecticut Valley; Miss Mary McSkimmon, suburban elementary school principal; Annie C. Woodward, suburban high school teacher.

As in the National Education Association, each president was elected because of eminent and devoted service to education, locally and organizationally. These three presidents rendered a noble and brilliant service, one of them honored by the presidency of the National Education Association; one with World Federation prominence.

Edward R. Clarke, a city superintendent, has demonstrated unprecedented devotion as a laborer in the ranks, seeking no recognition, just meeting opportunities as they came to him; and when Miss Woodward closed the brilliant career of the famous trio there was no layman, man or woman, thought of by any one to carry on the noble work of a man elementary principal, a woman elementary principal, a secondary school teacher, except this city superintendent.

Miss Woodward's characterization of the attainments and achievements of her successor was a literary and professional classic.

C. H. Dempsey to Arlington

ARLINGTON, Massachusetts, brings Clarence H. Dempsey, state superintendent of Vermont, as superintendent, at $6,500, an increase of $500 more than his salary as state superintendent.

Mr. Dempsey is one of the most virile executives in New England. He will bring to Arlington a freshness, a vigor, a vision that will be a benefit to the entire Metropolitan district.

He did great things as city superintendent at Haverhill, and has done nobly for Vermont, but it is a delightful change to come to Arlington, as charming a place to live as there in New England, and a delightful school town.

William John Cooper's Latest

ON JUNE 2 the Office of Education, Washington, D.C., said the education of each child in the United States costs sixty cents a day, or $102.37 a year.

The figures include teachers' service for nine months, heat, janitors' services, and in most instances, school supplies, books and library facilities.

Famous New Britain

By ALBERT E. WINSHIP

NEW BRITAIN, Connecticut, is one of the eminently famous centres of education in New England. While it was a little behind Massachusetts in establishing a State Normal School it led the Massachusetts State Normal Schools in the high professionalizing of education, and has usually been at the head of the professional procession.

The first principal was Henry Barnard, who combined this professional service with state superintendent of common schools, a position which he held for six years.

Twenty-five years ago Stanley H. Holmes, who had demonstrated something vital and new in the science of education and the art of teaching, was welcomed to New Britain as superintendent, the one place in New England that would welcome anything so progressive as that was thought to be.

As has been the reputation of New Britain, the teachers ardently accepted the superintendent and his idealistic leadership.

On May 14, 1931, the Teachers' Club of New Britain celebrated the twenty-fifth anniversary of the coming of Superintendent Holmes by presenting him with a life membership in the National Education Association. We quote from the Bulletin of the Teachers' Club:—

> "During these twenty-five years our public school system has never ceased to grow, and to develop a personality that has become remarkable. There are no signs that it has attained its growth. It is still rich with promise. It has all the elements of life. It is ready to meet the *new* day and its *new* problems. You must realize this and you probably could give some account of how it has come about. You cannot, however, become sufficiently detached to give to the causes their proper relative values. Others must do this. Who better than the members of the Teachers' Club of which you are a most interested member but in which you have no official obligations?
>
> "The members of the Teachers' Club find that, whatever the line of investigation, the line always leads to one source and when this source is reached, it is one person, and when this person is known he proves to be a leader to whose words the ear gladly opens, to whose directions the hand and will surely respond, to whose judgments the mind agrees and to whose appeal the heart goes out. The name of this leader we hesitate to give. But we are resolved that in years to come he shall not be forgotten.
>
> "And so we are calling the National Education Association to witness and have taken steps to have the name of this leader spread upon its records as a Life Member of the National Education Association.
>
> "The National Education Association stands today as the greatest educational body in the world, made up as it is of more than 200,000 members. A life membership in this association indicates a permanent interest in education, a belief in concerted effort for the improvement of education as well as serving as means of identifying those persons who have made worth-while contributions to public education."

This attractive statement regarding the relation of teachers to their superintendent, and of both to the National Education Association, is a noble demonstration of the spirit of the profession in Connecticut, in New England, in every state in the Union.

A school may have buildings, playgrounds, equipment, a wealth of material devices, favorable organization, a staff of a dozen experts and specialists, and even have the title, "Progressive School," carved in stone over its portals, and yet be a dead school. And a school suffering from the lack of all these advantages may yet be a progressive school. Why? Because there is a progressive captain in the pilot-house and a progressive crew on the decks. If this be treason, make the most of it!—Arthur C. Perry, Jr., Dist. Superintendent, New York City.

Belding's Page

Creeds Have Their Day

DEAD hands rarely succeed in governing the thoughts of men in future generations. This fact has been vividly illustrated in the latest chapter of the history of Andover Theological Seminary.

For the past five years there has been no school of that name in operation. The trustees had attempted to merge with the Harvard Divinity School, but the courts said "No," and quickly dissolved the tie—leaving Andover distinctly "on the shelf" until some other plan could be evolved.

The quarrel between the trustees and the visitors of Andover had been long continued. The trustees were inclined to be liberal. They held to the view that theology must grow with the times. The visitors, a self-perpetuating body, remained conservative, insisting upon the very letter of the inherited creed which Andover faculties were required to repeat and re-affirm once every five years.

By resort to the courts, the board of visitors succeeded in wrecking the Andover-Harvard federation.

No sooner was this accomplished, than theological schools all over the country began opening their arms to Andover. These new suitors claimed they could repeat the prescribed creed without embarrassment.

Some of these claims were disproved by means of quoted statements of faculty members. Even the most conservative theologians of today have moved beyond the dogmas of an earlier age.

Newton is a Baptist school, while Andover is Congregational. Newton is regarded as liberal in its beliefs. Nevertheless the Massachusetts Supreme Court looked with instant favor upon the proposed federation of the two schools.

Not that the court thinks it is carrying out the original intent of the hands now dead. To do that proved a practical impossibility. In such a case the tribunal has authority to grant the next best thing.

At any rate, Andover, with its substantial foundation of nearly a million dollars, will emerge in the fall as an active partner in the Andover-Newton Theological School, with headquarters at Newton, Massachusetts. Andover's building, erected a few years ago at Harvard, is rented to Harvard Divinity School.

The Newton trustees and the Andover trustees will continue as separate bodies. A joint administrative committee, looking to the two boards for its authority, will conduct the institution.

Something is happening to denominational lines as well as creeds, for Baptist and Congregational schools of a generation or two ago were not forming mergers.

Mounting Tuitions

AT ABOUT the time the Chancellor of London University was extolling the generosity of American men of wealth, in their support of higher learning, the American Council of Education, meeting in Washington, sounded dismal notes regarding the alleged failure of society to shoulder its full responsibilities for the costs of instruction. One speaker pointed out that the average tuition fee in a number of representative colleges had advanced from $125 to $362, while commodity prices in general increased not more than 75 per cent.

In short—the rich men and the public as a whole are not supplying funds rapidly enough to enable institutions to hold down tuition.

Well, there are two sides to every story, and this is part of the other side.

One might pertinently ask whether the advance in tuition, rapid as it has been, has been any more rapid than the advance in rate of spending by the student body while in college. Certainly a faculty is warranted in charging students for tuition commensurately with their individual spendings.

The truest cause of complaint that colleges have is the unevenness of endowment distribution and public support. Some worthy institutions are extremely poor while others are extremely rich.

A Student Editor

AT A TIME when there is so much talk of censoring student publications—and so much apparent need of it in some institutions—we learn with interest of the achievement of one student editor. He is Stanley Rosenberg, of Far Rockaway High School, on Long Island. In the school publication, "The Chat," young Rosenberg has been campaigning valiantly for a reduction in the prices charged for food in the school cafeteria. Persistent publicity finally told—and the prices of which the student editor complained have come down.

Who says that the press has been shorn of its power, or that no one reads edltorials? Whatever shade of truth may lurk in these contentions does not apply to enthusiastic young editors, given a worthy cause to champion and the will to win.

Auson W. Belding

Associate Editor.

Things That Make a Pupil Slow

By ROBERT PARIS CARROLL

Teachers College, Syracuse University

If a pupil drags behind his classmates, the teacher should discover the real reason or reasons. Stupidity may not be a factor at all. There are at least sixteen other possibilities.

IN DISCUSSING the failure of a pupil a teacher sometimes says: "Well, he is a nice boy, but he is just slow," and lets the matter go at that, apparently thinking that the explanation is sufficient. Such an analysis, however, is usually very superficial and inadequate. If an individual is slow there is some reason. The big question is, why is he slow?

A teacher often assumes that pupils of a particular group are all very much alike except that some may be a little dumber or slower than others. It seems that for a while at least enough has been said about differences in intelligence. Perhaps in some sections of the country too much has been said about this matter, for one often hears a teacher defending her poor success with a pupil by saying: "Well, perhaps he does not have enough intelligence to do this work. Maybe he has gone about as far as he can go in the academic subjects." Intelligence, to be sure, is important, but there are many other factors that might cause an individual to be slow. Some of these are listed below:—

1. Defective hearing.
2. Poor eye sight.
3. Malnutrition.
4. Eating too much of a certain type of food.
5. Working immediately after meals.
6. Ill health.
7. Lack of sleep.
8. Fatigue.
9. Lack of interest.
10. Defective background.
11. Too many new elements.
12. Poor methods of study.
13. Self-consciousness.
14. Feeling of inferiority.
15. Feeling of superiority.
16. Phobias.

Some of these factors deserve discussing more than others. Perhaps the first two need very little, however, with large classes in mathematics, for example, in which the teacher does a great deal of blackboard work, the pupil with defective sight may miss most of the explanations given during the class period. The same would hold true relative to the pupil with defective hearing, but he would have further difficulty in many other subjects, such as foreign languages, English, history, etc., in which much of the teaching depends upon class discussion.

Under-nourishment or malnutrition may cause a pupil to be slow. It may cause a sluggish, languid feeling which although not reducing the I. Q. retards the speed of work, weakens his attack, and cuts down his daily achievement. Consequently he falls behind and is soon in a fog, confronted with entirely too much back work to make up in all of his courses. Dr. Warner found that of 100,000 London children that were retarded, 54.6 per cent. were ill-nourished. Malnutrition is not confined to the poor alone, but is found among wealthy children as well. Many children get enough food as far as the quantity is concerned, but not enough of the right kind. Some of the symptoms of malnutrition are underweight, lassitude, hair of dull color, dull-looking eyes, eyes having pale blue rings beneath them, or skin of unhealthy color. If a boy is falling behind in his work the food problem in many cases should be considered before he is pronounced as being hopelessly slow.

Over-eating is another factor that may cause a pupil to be slow. Probably more suffer from under-eating than from from over-eating, but in case of over-eating, the individual usually eats too much of some particular favorite food. This gives the body an abnormal condition, either chemically or causing too much work on its part in the removal of waste materials. Either one or both of these might cause the child to feel sluggish and therefore to appear mentally slow or dull. A good example of this type of over-eating may be found at Christmas holiday seasons, when children even become sick from eating too much cake, candy, raisins, and the like. In the regular diet of today there is danger that children may eat too much carbohydrates. The result may be that a child will be nervous or inattentive and may fall behind in his work.

Another common error, often caused by the schools, is that of beginning of school work too soon after meals. Scientific experiments show that digestive fluids of the mouth and stomach continue to flow for about thirty minutes after a meal has

been finished. Further, it has been shown that annoyance or hard study practically stops the flow of these juices. Many schools have only a twenty or thirty-minute lunch period, during which time pupils are rushed to the lunch room, stimulated to eat rapidly, a sandwich, slice of pie, or drink a glass of milk, and are then hurried back to begin another class period. Being rushed to class immediately after lunch interferes with digestion, and finally with the general efficiency of the individuals. For many pupils, breakfast also comes too near the first recitation period in the morning school work.

Ill health or some kind of abnormal bodily condition may cause a pupil to lag behind. There is on record a case of a boy of a bright family, being slow in his work. He coughed a great deal, especially at night, but local physicians did not know of anything wrong with his respiratory organs. After several years of difficulty an examination by specialists showed that he had a deflected septum. One side of his nose had been practically closed for several years, thus interfering with his breathing and with the elimination of poisonous waste materials. An operation removed the physical handicap. The boy soon began to improve in his work, and finally graduated from high school with marks of ninety and above. The deflected septum, of course, did not lower his intelligence, but the results of it reduced his energy, caused loss of sleep and perhaps made him more nervous than he otherwise would have been, all of which reduced his daily achievement. Defective of teeth, or tonsils, adenoids, and other abnormal physical conditions might easily cause similar handicaps on the part of a boy or girl.

Lack of sleep often interferes with a pupil's work in school. The work of removing poisons and waste materials from different tissues of the body is carried on most efficiently during sleep. Also consumed energy is replenished to the greatest extent during a period of complete rest. If the hours for cleansing the tissues and replenishing the energy are cut short, needless to say, the body is not brought back up to par. The general efficiency is reduced and the daily mental product is lessened. Some children are at movies too late at night; others get up too early, to eat breakfast with their fathers who work in industries. There have been some efforts to show that too much time is spent in sleep, but there is very little, if any, scientific evidence to bear out this idea. Edison has been mentioned as a hard-working man who sleeps only a few hours at night, but it has also been stated that he has a lounge in his laboratory on which he frequently takes brief naps during the day. Of course some systems may work more rapidly than others in the matters of elimination and repair.

Perhaps efficiency would be increased if sleep were distributed into two or three periods throughout the day. Part of it might be taken at night and part after the noon lunch. We know of no scientific reason why all of one's sleep should come at night. To give the body a chance to recuperate partly during the middle of the day would enable one to keep up a higher level of efficiency and prevent an extreme condition of fatigue.

Malnutrition, ill-health, and lack of sleep are all closely connected with fatigue. Any one of these would cause one to tire easily and to lessen one's efforts to achieve. Some children have a great deal to do before going to school in the morning. Some have a long distance to walk to school. Some are overworked at home in the afternoon and evening. Others undertake too many extra-curricular activities. Needless to say, the tired pupil falls below his highest mark of efficiency regardless of the cause of source of the fatigue.

Lack of interest is another very common reason for a pupil's apparent slowness. Laziness is sometimes given as a reason, but lack of interest causes laziness. There are almost innumerable reasons why a pupil may not be interested in a given subject, but he will never throw himself wholeheartedly into it until he is interested. It is remarkable what pupils sometimes do in electricity, radio, athletics and some school subjects when given an effective stimulus. Interest seems to muster one's forces for concentration and work. If a pupil is not interested in a subject, it is part of the teacher's business to find out why, and to use her ingenuity in devising some means of arousing his interest. Some teachers boast of the fact that they know their subjects and that they need to make little preparation for daily classroom work. However, the matter of keeping various pupils interested is a never-ending task, and is a most serious obligation on the part of the teacher.

Defective background, whether of long standing or not, may make an individual appear to be slow. Dewey says that the introduction of a new element slows down the thinking process. Whether the thinking is really slowed down or not, the end result is delayed, which is practically the same in effect. The writer once had a teacher tell him that two of her arithmetic pupils who were unable to do denominate numbers had good memory but no reasoning ability. She wanted him to give them a mental test, but instead a diagnostic test in arithmetic was given. The children who were supposed to be learning principles that required a superior knowledge of fractions did not know how to do such simple problems as adding four-and-a-half to seven. Of course they were slow in converting rods into inches, and in finding the number of gallons contained in a tank, the dimensions of which were given in two or three different denom-

inations. Doubtless enough time was wasted in scolding these pupils to have taught them twice the amount of preparatory facts that they needed in order to do well the work of their grade.

Poor methods of study may be a very real cause of a pupil's slowness. To study successfully one should analyze, compare, contrast, classify and associate. Some pupils merely "moon" over an assignment with no definite method, purpose or plan. The question method of approach to a lesson is often very good. What is the lesson about? What topics previously studied were like it? What are the most important points? A few such general questions with other more specific ones should be asked in beginning the preparation of an assignment. Comparatively few teachers know anything about the study methods used by their pupils.

*A feeling of inferiority may interfere very seriously with the pupil's achievement. It is likely to prevent vigorous concentration in class work, and elsewhere it may often prevent persistent effort. When there is little hope of one's ability to succeed, the seat work or home work can hardly ever be of the best type. The source of feeling of inferiority is not always easy to determine. It may come from the remarks of parents, other pupils, or the teacher. A shrewd teacher will usually relieve a pupil of such a feeling by repeatedly giving him tasks at which he can make a decided success.

A feeling of superiority may be the cause of a pupil's slowness or failure. A general feeling of this kind tends to stimulate neglect in all subjects which, of course, would cause a pupil to fall behind in his work, to go low in his tests, and to fail, perhaps, on the most difficult courses. A feeling of superiority is often as harmful temporarily as a feeling of inferiority. If a student overestimates his knowledge of a subject, his teacher, of course, should warn him of his danger before he fails or falls behind.

One of the most foolish and unfortunate things that a teacher can do is to develop a phobia about her name or about her courses. Weak or inefficient teachers, however, frequently do this as a defence measure or in order to develop a reputation for themselves. Since the arousal of the emotions retards mental work, a phobia connected with a course interferes with the pupil's preparation of home assignments, handicaps him in class work, tends to decrease the effectiveness of reviews, and is likely to cause confusion in thinking while taking tests and examinations. To do his best a pupil should be free from anxiety and further should be stimulated by some assurance of sympathetic treatment from the teacher and with the hope of at least reasonable success in his work.

The above are only a few of the great numbers of factors, besides mental defectiveness, that might make a pupil slow in school work. Perhaps it should be further stated that as soon as a pupil begins to fall behind, a thorough analysis of his case should be made and the proper remedy immediately applied. No pupil should be noticeably slow in the course he is taking and no pupil should ever fail.

* This is closely related to and may often be caused by self-consciousness.

Your Worth

By ALFRED OSMOND

Brigham Young University, Provo, Utah

You have a value scales can never weigh,
A worth commercial standards cannot measure,
And yet it will be tested day by day,
In fields of toil and in the halls of pleasure.

If you will banish all your bitterness
And prove yourself to be a manly man,
You can reduce the darkness and distress
That mock the methods of our social plan.

If you can stand when men around you fall,
And face the fight when others are retreating,
Or when your back is crushed against the wall,
Forget yourself and all about your beating,

Your stock will break the market of the masses
Who gamble with the agencies of sin,
And you will then complete the forward passes
That help the cause of righteousness to win.

The Lord will always weigh your best endeavor.
Although it may not win for you the prize,
It has a value that will last forever,
Because it tends to make you good and wise.

Unless you learn to feel and fight for others,
Your life is founded on a faithless creed.
You may be worth a fortune to your brothers,
If you will help them in their hour of need.

The standards of the world will give you rating
In terms of business that men have to do.
The specialists, by study and debating,
Have many charts and measurements of you.

But there are values deeper than the ocean,
With mountain crags that touch the starlit sky.
The values of the Spirit of Devotion
Cannot be measured, but can never die.

"To Him That Hath"

By WORTH McCLURE

Superintendent, Seattle

That the specially gifted child is denied his rightful opportunity for development in the schools, is the contention of Superintendent McClure in this article. He here re-affirms the position taken by him at the Detroit meeting of the Department of Superintendence.

"To him that hath shall be given. From him that hath not shall be taken away, even that which he hath."

EDUCATIONAL practice in America has tended to reverse this dictum. To him that hath not have we given through extensive and costly provision for the reconstruction and training of handicapped children. It is distinctly to the credit of America that her vision of equal educational opportunity for all the children of all the people should have sought first the protection and help of her weakest children.

While we have been thus zealously giving to him that hath not, however, is it possible that we have taken away from him that hath, even that which he hath?

It is now time to ask ourselves this question, however, in view of our general failure adequately to provide for the discovery, conservation, and cultivation of the talents of the gifted child.

When the term *gifted* is applied to childhood, there is now usually meant either the possession of a single gift such as that of a Mozart, a Raphael, or a Washington Irving, or there is understood a generally superior mental endowment such, for instance, as is usually attributed to the young Alexander Hamilton. It was this second type of endowment which Thomas Jefferson sought to capitalize for the leadership of a new democracy, and which a democratized Austria sought to develop when she established her B. E. A. Schools at the close of the World War. This type of gifted child is not an anaemic bookworm nor a psychopathic freak. Terman, through his studies, has pointed out that the "wonder child" is not usually a pathological specimen, but that he has often general physical as well as intellectual superiority.

To meet the needs of the first of these types we have evolved administrative provisions in the form of exploratory courses, educational guidance programs and differentiation of opportunity chiefly in junior and senior high and vocation schools.

Administrative approach to provision for the second type—the child of superior general endowments, usually considered to have a Binet Intelligence Quotient of above 120—has been less easy. Administrative machinery has been less readily forthcoming, but three general kinds of devices may be observed in present-day practice:—

1. The device of individual progress such as that afforded by the Dalton and the Winnetka plans. These provide primarily for acceleration of the gifted. It is claimed that acceleration contributes to enrichment, however, by making possible a more extensive training within a given number of years than could have been had if the child had continued at the normal rate.
2. The device of ability grouping has secured wide-spread acceptance either in the form of the X-Y-Z, the three-track plan, or of mere serial grouping. The advantage of the X-Y-Z and three-track plans is that definite curricula and teaching method may be provided for each of the three groups. Some difficulty, however, arises in its administrative application to small school units.

   The advantages of the second are its greater flexibility and the possibility of securing a narrower range of abilities within a single group. Its greater flexibility makes it more easily adaptable to small schools than the X-Y-Z or three-track plan. However, since ability limits are not fixed, teachers must make curriculum adjustments themselves, and this the inexperienced and the unresourceful find considerable difficulty in managing.

   A variation of this device is the organization in elementary and junior high schools of special groups of gifted children for whom both enrichment and a moderate degree of acceleration are provided. Rochester, Oakland, and Seattle furnish examples of this form of administrative machinery.
3. Segregated classes of gifted pupils is a device now used in thirty American cities* of more than 10,000 inhabitants. These classes are found all the way from Hartford on the east coast to Tacoma on the west, and from St. Paul in the north to Corsicana, in the south. Cleveland is believed to have established in 1922 the first class for gifted children in this

* Bulletin, 1930, No. 7. Heck, A. O. Special Schools and Classes in Cities of 10,000 Population and More in the United States.

country, the members of which graduated from senior high school last June. Los Angeles, Pasadena, and Worcester, Mass., have also made notable contributions in the development of segregated classes.

Selecting Pupils for Gifted Classes

Members of segregated groups are selected in this country on the basis of intelligence and achievement, an intelligence quotient of at least 120 being considered essential, with some preference for 125 or 130 as minima.

Teaching Gifted Classes

Instruction in segregated classes, both in America and elsewhere, is individualized. The number of pupils per teacher in American classes for gifted children ranges from 9-36, with an average of about 25 according to the table supplied by Bulletin, 1930, No. 7, U. S. Office of Education. Creative efforts are sought and encouraged. Extensive programs with intensive application is typical. Emphasis is stressed upon socializing activities and group responsibility. Specially gifted teachers are considered essential.

Results of Training in Segregated Groups

Results in Austria have been indicated by creative achievements of students in music, arts and crafts, science, and literature and by the ease with which B. E. A. graduates pass university entrance requirements. Cleveland finds that pupils from segregated classes have furnished leadership in most of the extra-curricular activities in the school, such as the school paper, and dramatic, music, and science clubs. Pasadena finds similar leadership in activities and notes that twenty-one tenth-grade pupils from segregated classes rate in achievement as well or better than the average of the freshman year in junior college. Los Angeles finds similar results and notes the definite improvement of personality maladjustments which have arisen from previous lack of suitable educational opportunity. Seattle has found that younger pupils furnish more of the student leadership in high school than do those of more than average age, with the single exception of athletes.

The experience which has already been had with provision of educational opportunity for gifted pupils serves to give additional emphasis to the inadequacy of the present elementary school point of view. Let us not fail to note that primarily all three of the lines of special provision now developing—the Winnetka and Dalton plans for individual progress, the various ability grouping devices, and the segregated classes—all have escape as their fundamental motive—*escape* from the previously existing ideal of *mass instruction*. They have sought a different administrative situation in which new values may be pursued with freedom. What is really needed then is not first of all *new machinery*, but a new ideal for the elementary school, an ideal which shall not only include provision for those common integrating knowledges and skills which are regarded as essential, but which shall also mean the extension downward into the elementary grades of exploration and guidance—those values which have heretofore been regarded for no good reason whatever as the exclusive property of the junior high school.

Many school systems here represented will find any of the three lines of approach to the education of gifted children just mentioned extremely difficult to introduce and administer. To these systems and to all others the experience already had with segregated classes is exceedingly helpful. Mention has already been made of the fact that in some instances these classes include as many as thirty-six pupils per teacher. In several instances the number is above thirty per teacher. An examination of the literature on segregated classes, moreover, will show that in many instances the range of ability among the pupils of these classes is about as wide as that among pupils of regular classes. *In other words, administrative factors in many segregated classes are not radically different from those in many regular classes.*

The reason for the unusual results achieved by means of segregation lies not primarily in the machinery but in the ideal accepted by the teachers and principals and the administrative authorities. Systematic personnel studies can provide teachers with understanding of individual pupil capacities. Curricula and progress machinery can be made flexible enough to afford adjustment either as acceleration or enrichment or both, according to the needs of the child. The principal must regard himself as a leader of children as well as a trainer of teachers.

The answer then to the question of how to make provision for the gifted child is first of all a new vision of the elementary school—a school in which the five-talent as well as the two-talent and the one-talent child shall be sought out and ministered unto. For the five-talent child the aim must be to discover him early, to cultivate him wisely, to accelerate him judiciously—to give him the same chance as his less gifted fellows to labor hard and to grow strong with a firm sense of his responsibility to serve society and the good of all.

Mere lip service to educational slogans like the "Creative Periods," the "Child-Centred School," and "Progressive Education" will avail nothing unless the whole ideal is comprehended. Departmental, semi-departmental, and platoon organizations have no virtue unless they contribute to this ideal. When we face this fact, then perhaps we shall give *to him that hath* that which is his birthright—an equal opportunity for growth and service.

Junior High Schools Criticised

By ANNE GILBERT

Rather a severe arraignment is this, by a former high school teacher, now a mother of four children. She writes: "Junior High Schools in my observation tend to make pupils soft because the responsibility and seriousness of education have been removed. They educate for hobbies but do not train for responsibility."

FOR a long time I have been simmering, and now I am ready to boil over on the subject of the Junior High School movement. Recently I sat in a Chicago audience, and heard the advantages and accomplishments of the junior high schools presented. I fear much that we read or hear on the subject is advanced by junior high school teachers or those connected with school management, who recognize that junior high schools are here, and they feel they must keep arguing to justify them. Having formerly been a high school teacher and now being a mother of four children, three of whom have gone through junior high school, I feel the urge to express my opinion of results as I have seen them.

So widespread has the junior high school movement become that there are now over four thousand junior high schools in the country with many more schools that have reorganized curricula. In these last years of national prosperity magnificent new junior high schools have been erected. Millions of dollars have been spent in buildings equipped with spacious assembly halls; fine gymnasiums; tiled swimming pools; excellent libraries; well-equipped cooking and sewing rooms; scientific laboratories; print, woodcraft, and metal shops; electrical and forge rooms and hallways beautifully decorated with statuary, pictures, and tapestry. Now, after a period of from ten to fifteen years' trial, it behooves us all to pause and examine the results.

To emphasize the changes in teaching methods involved in junior high schools, let us glance over the booklet prepared by the Chicago Board of Education on junior high schools. It reads:—

HOW IS JUNIOR HIGH SCHOOL DIFFERENT FROM ELEMENTARY SCHOOL?

"You have a Home Room where you have your desk, and where you probably have one class. For other classes, you go to specially equipped rooms—shops, science rooms, drawing rooms, or library—for study and recitation under special teachers, returning to the home room at club period; and at the end of the day for dismissal.

"Club period comes in the middle of the morning. It is a half-hour for club meetings, plays, talks, discussions, student assemblies, and general class affairs.

"You can organize or join a Hobby Club. These are some of the clubs that have been formed in Junior High Schools:—

Aeroplane	Hiking	Orchestra
Astronomy	Illustrators	Pen Lettering
Basketry	Knitting	Poultry
Boxing	Laundry	Radio
Camp Cooking	Life Career	Rag Rug
Chemistry	Metal Etching	Scrap Book
Dog	Millinery	Study
Dramatics	Music	Tennis
Embroidery	New Inventions	Travel
Folk Dancing	Newspaper	Violin
Gift		Wild Flowers

"Boys and girls who are uncertain about what subjects they want to take, or about what they want to do when they leave school, can go to the Educational and Vocational Adviser for information and guidance. . . .

"The work of the seventh grade starts the exploration of new fields, in new ways. Social studies, for example, is a broad new term that covers our knowledge of the customs, the surroundings, and the activities of the various peoples of the earth. You will find history and geography and government and business much more interesting, studied together instead of separately. In the same way, general science gives you a sample of geology, botany, nature study, zoology, physiology, and health education; chemistry and food science; physics and electricity." (Could anything be more comprehensive for children 12-15 years old?)

That explains the aims of the junior high. Now let us glance over some of the results, as set forth in articles in the Chicago Schools Journal, October and November, 1929. We read, picking out the salient arguments, "an organization which aims to build up in these pupils the habits of clean and healthful living and the principles of good

citizenship; in a word, which purposes to assist pupils in fitting themselves for happy and useful afterlife." "Principles of good citizenship." Does that mean that citizenship does not begin until you are in junior high school? Why not teach children they become citizens when they are born? "Afterlife"! Does life begin at any time?

Again, "The junior high school brings together a large number of pupils of approximately the same age. It enables these pupils to be grouped according to their aptitudes, interests, and aspirations, so that educational facilities may be provided on an economical basis." Junior high school pupils are about the same age, but it is just as true that pupils in any grade are approximately the same age. As for the "economical basis," I fear members of some school boards must blush behind their hands when they read the words.

Also, "The junior high school keeps pupils in school beyond the time when they would otherwise withdraw." It is true. Statistics have shown that more pupils are continuing into the high school. But let us be willing to admit that in the last ten or fifteen years, due to national prosperity, education has become popularized to a very great extent. Even our colleges are crowded to capacity, so that it is no wonder the high school attendance has increased. It may be assuming too much to say it is all a result of junior high school methods of teaching. Furthermore, isn't it time we recognize that some minds are not equipped for high school and university studies, that it is an advantage if they drop out at the end of the eighth grade. Why expect a cripple to do the high jump?

Junior high schools claim that the "Gradual introduction of departmental instruction makes less abrupt the changes which pupils experience in passing from the formal and closely supervised work of the elementary school to the highly departmentalized activities and organization of the senior high school." This is hardly a justification of junior high schools because practically all elementary schools have departmental instruction with different teachers for each subject after the fourth grade. An enrichment of the curriculum in elementary schools has resulted in the addition of many more subjects. No longer is education confined to the "Three R's." For instance, my daughter in the sixth grade has reading, writing, arithmetic, spelling, English, nature study, geography, history, sewing, physical education, art, health and singing—thirteen subjects and eight teachers.

Again, "The junior high school gives pupils of the early adolescent period guidance and counsel with respect to educational and vocational opportunities." Let us be human about this point. Did you know when you were twelve or fifteen what you wanted to do forever? If you thought about it at all, and wanted advice, don't you believe your grade teacher, who saw you day after day and knew your limitations, could advise you quite as well as a "vocational guidance" teacher, whom you consulted an hour or two after she had looked up your "I. Q." Nowadays all teachers have your I. Q. rating—it goes right along up with you from the kindergarten, like the freckles on your nose.

"More adequate library facilities and training in the use of books." May I ask you to go to any city library after school or during vacation and notice the grimy-faced youngsters crowding around the bookshelves in the children's reading room. I observe children need slight encouragement to enjoy books. They need instruction in the use of books at home when they begin to creep to the bookcase, not when they enter junior high school.

I do not wish to criticise the junior high schools of Chicago alone, for I have recently lived in four different states and observed the same weaknesses common to all.

It is with the new point of view in teaching major subjects in junior high school that I most seriously object. I think the results of the junior high school teaching are now exploited by junior high boosters and teachers who are judging the results they are getting during their three-years period. However, results should be tested over a number of years or rather after a number of years.

As I have seen the junior high school method it is a question of superficial training in many subjects versus foundational training in a few subjects. Pupils are given ready-made ideas on every subject under heaven, but groundwork in none. The junior high method tends to destroy the ability to think and reason independently. Pupils tend to lose the underlying magnitude of science by skipping over the surface. In an effort to interest pupils the junior high schools are skimming off the cream of every subject and leaving the skim milk for the high school.

Does the smattering of learning received in all subjects by the ninth graders who are going to stop at the end of the ninth grade justify the method for those many more who intend to continue through high school and perhaps college? The junior high school method is a decided disadvantage to those continuing through high school. The two courses of study do not correlate. The junior high school takes two years to cover the work in languages that is done in one year in high school—and even then the work is less thorough. Many pupils with whom I have talked, find the junior high school preparation is not adequate for high school and college. They are weak in English, mathematics and not as far advanced in foreign languages. The junior high schools hold the position that they have a brand new idea in pro-

gram building—let the high school and college change their programs to conform to it.

The junior high school produced a sudden inflation in individual value bolstered up by exaggerated markings which too often results in a deflation in high school. By hot-house methods they have produced early flowering. Although my children were all members of the honor society with excellent grades in junior high school, yet when they entered high school there was in each case a noticeable drop, and only after a year or two did they come up to their former standard.

Experimental efforts have been made in some junior high schools to group pupils according to their ability and let the work be accelerated accordingly. This has the drawback of having all slow pupils in one group without the inspiration and help of brighter minds. This seems the wrong age for acceleration when the adolescent is in the stage of greatest physical strain. If acceleration is advisable it should be accomplished in the lower grades when the work is much easier and when it would be less of a tax physically.

Junior high schools in my observation tend to make pupils soft, because the responsibility and seriousness of education have been removed. They educate for hobbies, but do not train for responsibility. After all—hobbies are hobbies. There is a steadying influence in both the elementary school and the high school which is lacking in the junior high. You have the impression the "lid is off." Junior high school pupils remind me of ill-trained children who begin by eating the sugar off the top of the sweet roll and throw the rest away. Isn't that what the all-comprehensive teaching does? It fosters restlessness and a demand for change—change subjects, change teachers, change rooms.

In conclusion let us admit that the junior high school movement has enlivened our programs, enriched education throughout the grades, removed much of the old cut-and-dried methods of teaching, and discarded military discipline—for all of which we are duly grateful. But let us ask if it has not swung too far in the "lassez faire" direction, and lost sight of the fact that at least it does no harm if education educates.

The junior high school is not justified in its existence if it fails to strengthen the entire course of study, or fails to make a real extension of the elementary program. It must furnish something more than a glorified review of the universe for the child's enjoyment.

That character training is the outstanding end in education we will all admit, and if the junior high does not contribute to that end, in that also it would lack justification for its tremendous expense.

Education for living begins at birth, and is not confined to three special school years. Yet the junior high schools as they are now conducted are a weak link in the educational chain. They leave pupils prepared neither for "life" nor college training.

Uncle Sam's Domain

By JACQUES W. REDWAY

Mount Vernon, New York

STUDIED in the light thrown thereon by the findings of the latest census returns, Uncle Sam has a domain that is quite some. The area of the continental body is 3,026,789 square miles; of the outlying possessions, 711,609 square miles, a total of 3,738,398 square miles. Its population is 122,775,046, an increase of 16.1 per cent. over that of 1920. The extreme eastern point is West Quoddy Head, Maine, longitude 66° 57′; the western limit is Cape Alava, a few miles south of Cape Flattery, longitude 124° 44′. The northern point is the Lake of the Woods extension, latitude 49° 23′; the southern point is Cape Sable, latitude 25° 50′. From Quoddy Head to the Pacific Ocean the distance is 2,807 miles; from the southern point of Texas to the 49th parallel it is 1,598 miles. The greatest height above sea level is the top of Mount Whitney, 14,496 feet above sea level; the lowest point is in the sink of Death Valley, 276 feet below sea level. Both are in California. They are 86 miles apart.

Excluding the outlying islands the shore lines of the continental body aggregate 11,936 miles—5,565 Atlantic; 3,641 Gulf; 2,730 Pacific. Adding the shore lines of the islands, the total coast exceeds 21,800 miles. The northern boundary, including the St. Lawrence River and the line through the Great Lakes, is 3,987 miles long. The Mexican boundary from the Gulf to the Pacific Ocean is approximately 2,013 miles in length. Mr. Edward Douglas, a geographer of the United States Geological Survey, from whose reports the foregoing figures are taken, estimates the shore lines of all United States and its possessions at about 50,000 miles. Incidentally the greatest depth of the ocean, 5,900 fathoms, is within waters only a few miles distant from Mindanao, an island of the Philippine group.

Let us see how the territorial domain of the United States has grown since the treaty that followed the War of Independence confirmed the title of the George Rogers Clark conquest. That act of a plucky daredevil added the area extending to the Mississippi River—in the far northwest to the 103rd meridian.

The first formal acquisition was the Louisiana purchase in 1803. By his political enemies that act was heralded as "Jefferson's Folly." It was also declared unconstitutional. It was, but the fault was in the Constitution, and not in the purchase. It doubled the potential production of foodstuffs, and added to the possible production of cotton. A small area adjacent thereto now included in Colorado and New Mexico was added in 1819.

The cession of Florida by Spain in exchange for an area west of the Mississippi River, together with the responsibility to the citizens thereof claiming damages against Spain, was the second addition to our territorial domain. It gave to the United States control over the greater part of the Gulf coast. This addition was made in 1819.

The next addition was that of the Republic of Texas, admitted as a state in 1845 by a joint resolution of the Congress. The act precipitated a war with Mexico; and, as a result in 1848, the treaty of Guadelupe-Hidalgo added California, Nevada, Utah, and parts of Colorado, Arizona, and New Mexico to the public domain. It expanded the United States territory from ocean to ocean. By 1850 the need of a transcontinental railway became apparent; so in 1853 the Gadsden purchase, an area needed for the proposed route, was effected by a treaty with Mexico. The price paid was $10,000,000. The territory added lay south of the Gila River. The proposed railway was not constructed.

The next purchase was the northwest part of the continent then known as "Russian America." The purchase price was $7,200,000, and the treaty with Russia therefor was made in 1867. Were Alaska, as the new acquisition was named, lifted from its position and placed upon the United States, Point Barrow at the 49th parallel, the eastern panhandle would touch Savannah, the chain of islands would reach Los Angeles.

The Hawaiian Islands constituted the first acquisition of insular territory exclusive of coast islands. The Hawaiian people sought annexation almost half a century before union with the United States was effected. It was authorized by Hawaii in 1852; it took place in 1898. Hawaiian ports are the chief half-way-house of Pacific Ocean trade. The islands are the seat of the most important naval station of the United States.

As a result of a war with Spain Porto Rico and its outlying islands, the Philippine Islands and Guam were ceded to the United States for the sum of $20,000,000. Occupation occurred in 1898; the

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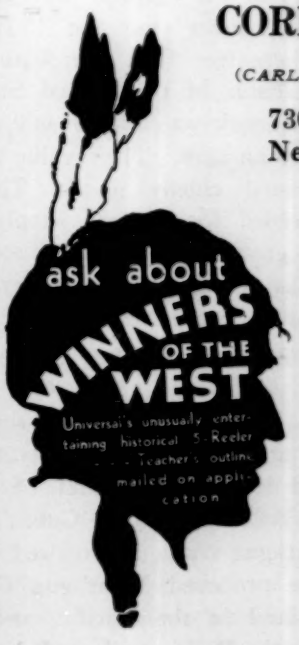
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treaty between the two powers was signed in 1900. The acquisition of the seven thousand islands of the group added 114,400 square miles to the domain, together with a heterogeneous population—black, white, brown, and yellow—in all about 12,000,000. Guam, an island of the Pacific, was made a naval station. It has no commercial value.

The Samoa group of islands for several years were under a tripartite control of the United States, Germany, and England. In 1899 England withdrew from her share of the possession, and the islands were divided between Germany and the United States. The Samoan natives were not consulted in the annexation, but Pago Pago, one of the finest harbors of the Pacific, was ceded to the United States by the native chiefs in 1872 to be used as a naval and whaling station. Swain's Island was added to American Samoa in 1925. Rose Island, a coral formation, is the southernmost possession of the United States. Its latitude is 14° 23′ south.

Wake Island, an uninhabited coral atoll, includes several outlying reefs—in all less than a square mile in area. It was wished upon the United States in 1899; it has either commercial nor strategic value.

The Canal Zone came in 1904 as a matter of necessity in order to give protection and full control over the Panama Canal. It consists of a strip of land ten miles in width bordering the canal. By the treaty agreement with the State of Panama the United States paid $10,000,000 for the lease in perpetuity, together with an annual payment of $250,000 beginning nine years after the signing of the treaty. The cities of Colon and Panama are included in the acquisition.

In 1917 the Congress authorized the purchase of a part of a group of islands up to that time known as the "Danish West Indies." Thereafter the purchase became the "Virgin Islands of the United States." The price paid to Denmark was $25,000,000, or at the rate of about $300 an acre. Their value to the United States consisted chiefly in St. Thomas Harbor, which is needed for a naval supply and repair station. The group purchased consisted of St. Croix, St. Thomas and St. John together with about fifty small islands of little or no value. The purchase of the islands was regarded as a war measure.

Aside from the extra-territorial possessions noted, the United States has various treaty rights and leases here and there. The chief of these is Guantanamo and Bahia Honda in Cuba; Corn Islands off the Nicaragua coast, a proposed naval station to guard the proposed Nicaragua Canal; Yap, a Japanese island in the Pacific, and the Tonga Islands also in the Pacific—all needed as the sites of naval and coaling stations.

Personal and Professional

J. L. BOND, El Dorado, Arkansas, former enterprising state superintendent, now superintendent of Union county, one of the best counties in the state, is doing wonderful service for the country communities.

Myrtle Grove School is a fine example of his achievements. I quote from a letter from the editor of the Arkansas Methodist:—

"This is a consolidated rural school about six miles north of El Dorado. It has four fine brick-veneer buildings on a ten-acre campus, and these buildings are modernly equipped for the full work of twelve grades. The cost was about $50,000. The school has a 'B' rating, and runs nine months. It has Smith-Hughes and Home Economics Departments, a large gymnasium, and water supply. A Peabody College man is principal, and has seven assistants. All the 160 students are carried to school in busses. Although a strictly rural school and not attended by children from the oil field, the attendance holds up through the entire session."

J. L. McBRIEN, one of the prominent state superintendents of Nebraska in other days, who has been on the faculty of the State Teachers College, Edmond, Oklahoma, for several years, is one of the faculty to be retained in the May election, when fourteen failed of re-election. Dr. McBrien was unanimously re-elected. He is really an institution locally and nationally in country school leadership.

MISS MARY McSKIMMON of Brookline, Mass., former president of the National Education Association, is vice-president of the Boston Woman's City Club, one of the most prominent women's clubs of Boston. Its clubhouse on Beacon street is one of the leading social dining clubs in the city.

CHARLES C. HAINES, CHARLES F. MERRICK, EDWARD W. SCHUERCH, and GEORGE A. SMITH, who retire as principals of Boston schools this June because of age limit, are graduates of Bridgewater State Normal School. Schuerch and Merrick were classmates, 1879.

Benjamin J. Hinds of the Washington District is a graduate of Colby College, Maine.

MISS GERTRUDE E. BIGELOW, principal of the Hancock School, Boston, who retires because of age limit, has been one of the eminent principals, men or women, in New England. The location and shifting population have made this large school, with fourteen women teachers, one of Boston's special problems. Miss Bigelow's management of the school and community has given her high distinction. Her retirement is an event of city-wide interest.

City Superintendents of Maine

E. Year Elected; P. Promoted; F. Place from Which Elected; S. Present Salary

Anson—George B. Gustin
E. 1930. F. Danforth. S. $2,400.

Auburn—George R. Gardner
E. 1924. F. Lisbon, N.H. S. $4,500.

Augusta—Fred W. Burrill
E. 1922. F. Brewer. S. $4,000.

Bangor—Irving W. Small
E. 1927. P., S. $4,200.

Bar Harbor—George H. Beard
E. 1924. F. Princeton. S. $3,600.

Bath—Clinton D. Wilson
E. 1923. P., S. $3,700.

Belfast—H. S. Read
E. 1931. F. Presque Isle. S. $3,600.

Brewer—H. R. Houston
E. 1922. F. Jay. S. $3,500.

Bridgton—G. M. Monk
E. 1920. F. Bridgton. S. $2,600.

Brunswick—Sherman Graves
E. 1928. F. Yarmouth. S. $3,600.

Calais—Fred C. English
E. 1929. F. Mars Hill. S. $3,600.

Camden—Charles E. Lord
E. 1923. F. Deer Isle. S. $3,900.

Caribou—George M. Carter
E. 1923. S. $3,900.

Dexter—
E. 1922. F. Union No. 93. S. $3,600.

East Livermore—L. C. Day
E. 1926. S. $3,000.

Eastport—A. D. Gray
E. 1926. F. Stratton. S. $2,800.

Fairfield—W. H. Phinney
E. 1929. F. Calais. S. $3,300.

Farmington—W. F. Miner
E. 1923. F. Caribou. S. $3,000.

Fort Fairfield—H. W. Colburn
E. 1924. F. Dixfield. S. $3,900.

Gardiner—A. Raymond Carter
E. 1925. F. York. S. $3,300.

Houlton—Thomas P. Packard
E. 1917. P., S. $4,200.

Jay—Arnold M. Sanborn
E. 1925. S. $3,000.

Kittery—Elmer O. Small
E. 1926. F. Newport. S. $3,000.

Lewiston—Charles W. Bickford
E. 1916. F. Manchester, N.H. S. $4,100.

Lisbon—Frank Byram
E. 1927. F. Freeport. S. $2,800.

Lubec—Raymond B. Steward
E. 1929. F. Union No. 39. S. $2,350.

Mexico—Leon P. Spinney
E. 1930. F. Kittery. S. $2,900.

Millinocket—William M. Marr
E. 1910. F. Holbrook, Mass. S. $4,250.

Milo—Charles L. Clement
E. 1926. P., S. $3,000.

Norway—W. H. Edminster
E. 1921. S. $3,200.

Oldtown—Willard O. Chase
E. 1918. F. Presque Isle. S. $3,500.

Paris—Ray Robinson
E. 1929. F. Canton. S. $3,200.

Pittsfield—William M. Bottomley
E. 1925. F. Exeter. S. $2,700.

Portland—William B. Jack
E. 1922. P., S. $5,000.

Presque Isle—Alden B. Hayes
E. 1929. F. Paris. S. $3,900.

Rockland—E. L. Toner
E. 1925. F. Dixfield. S. $3,400.

Rumford—L. E. Williams
E. 1916. F. Mt. Desert. S. $4,400.

Saco—H. C. Hull
E. 1925. F. Rockland.

Sanford—James A. Hamlin
E. 1922. F. Dexter. S. $4,200.

Skowhegan—William B. Woodbury
E. 1921. F. Farmington. S. $3,900.

South Portland—Leon W. Gerrish
E. 1925. F. Gardiner. S. $4,000.

Waterville—C. E. Glover
E. 1924. F. Ft. Fairfield. S. $4,000.

Westbrook—W. H. S. Ellingwood
E. 1923. F. Newport, N.H. S. $3,900.

Winslow—Carl B. Lord
E. 1924. P., S. $3,200.

The BOOK TABLE

APPLIED OFFICE PRACTICE. By Abbie A. Morrill and Mabel A. Bessey, both of Brooklyn, and John V. Walsh, of New York. Cloth. 376 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

The public schools realize that they must prepare their graduates for office work so that they will be letter perfect as they have been in business colleges, and they add to this perfection in detail a public-spirited interest in the promotion of business success of American commercial activities.

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THE NEW DAY ARITHMETICS. Third-Year Book. By Fletcher Durell, Harry O. Gillet, University of Chicago; Thomas J. Durell, superintendent, Cape May County, New Jersey. New York and Chicago: Charles E. Merrill Company.

The New Day Arithmetics are a third-year book, fourth, fifth, sixth, seventh, eighth-year book, with about 280 pages to each book. They are for each year from third to eighth.

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In every respect the illustrations are modernized. In liquid measure there are milk bottles—pint, quart, gallon—and water by a tumbler, half-pint, pint and quart bottles. There is also a picture of a gasoline and motor oil self-measuring equipment.

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THE EDUCATIONAL WORK OF THOMAS JEFFERSON. By Roy J. Honeywell, Boston University. Harvard Studies in Education. Cambridge, Mass.: Harvard University Press.

We have been a devoted reader of Thomas Jefferson, and about him, politically and educationally, for seventy years. In my teens there was much keener interest in him than there has been in recent years. I was born with twenty years of his closing days, and for the first twenty years of my life he played an interesting and important part in public affairs.

This book of Roy J. Honeywell is the most fascinating of all the books about Thomas Jefferson that I have read. Unimportant characteristics give the book a gossipy charm that is quite unusual.

He spelled *knowledge* in three ways, and never in the modern way. His usual form was *knolege*. He was a law unto himself in his spelling and in his statement of "fact."

He said at one time that *ten* collegiate districts were affected by his bill of 1779, and at another time he gave the number as *twenty-one*. It was really *twenty*. Little things like that did not trouble Thomas Jefferson.

This is the only book that quotes Jefferson as Jefferson wrote, which really gives a flavor of Jefferson that one never gets from books that are modernized.

The Harvard Graduate School has a standard so high that it would not have published this book had it not been a decided contribution to a knowledge of Thomas Jefferson and his influence upon America and upon civilization.

It is the one book which every student of Jefferson's place in American education should read, however much he may have read in the past.

THE NEW PATH TO READING. My Next Book One. By Anna Dorothea Cordts. Illustrated by Maurice Day. Cloth. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

One of the happy thoughts of Miss Cordts is the making a second book of grade, just a book for reading on the same level as the book in which the child has learned to read.

Miss Cordts is a genius in the selection of stories, ideas, and schemes for wholly new style of illustrations, and she can keep on the same level as naturally as birds keep on their level in flight. No bird, from humming bird to eagle, ever gets off its level. They have no chart, keep no record, but no bird ever flies out of its range. Miss Cordts instinctively and scientifically can write books and have them illustrated on the same level wonderfully.

Books Received

"Educational Achievement Test." For Grades IV to VIII. By Rudolph Pintner.—"A Teacher's Word Book of the Twenty Thousand Words Found Most Frequently and Widely in General Reading for Children and Young People." By Edward L. Thorndike. New York City: Bureau of Publications, Teachers College, Columbia University.

"Real Life Stories: Heroic Deeds." By W. W. Theisen and Sterling A. Leonard.—"Textiles and Clothing." By McGowan and Waite.—"Workbook to Accompany Nations as Neighbors." By Charles P. Sinnott.—"The Tom and Ruth Workbook to Accompany Tom and Ruth Stories." By Sister Mary Estelle.—"Friends of Our Workbook to Accompany Friends of Ours." By Sister Mary Estelle. New York: The Macmillan Company.

"Heat and Health." "Shakespeare." "Contemporary Drama," American Plays. "Contemporary Drama," English and Irish Plays. "Contemporary Drama," European Plays. By Morris Meister. Edited by Parrott and Telfer. New York: Charles Scribner's Sons.

"Commencement Activities." By McKown. New York: The Macmillan Company.

EDUCATION IN ACTION

President's School Proving Its Worth

Twenty Children Now In Attendance Daily in Virginia Hills As New Roads Open Up Mountain Country

President Hoover's personal effort to bring book learning to the backwoods of the Blue Ridge has proved eminently successful, according to his "schoolmarm," Miss Christine Vest.

When the President furnished funds for building the schoolhouse two years ago not a dozen young students in overalls and gingham made their appearance.

There were two obstacles to education. The roads were impassable in winter, and the children were needed to tend the mountain farms in the summer.

"Now we have regular attedance of twenty every day," Miss Vest said. "The good road built into the President's camp enables the boys and girls to come every day.

"They are getting along finely. They take such an interest in things. None of them is ready yet to go outside to school, but I think they will be pretty soon."

Miss Vest is planning a second annual commencement for Hoover School this month. She has invited Mrs. Hoover to come again, as she did last year, to meet the children. The President also may go. He did not attend last year. The boys are practicing recitations, while the girls are learning songs.

About three-fourths of the pupils are boys. Mountaineers do not readily see what good a woman can derive from education. But they are witnessing a swift change in their old empire. Until Mr. Hoover decided to build a fishing camp at the Rapidan there were no roads back into the mountains. Once or twice a year the head of the family drove in to Crigersville or Luray on mule or horseback to buy such things as were necessary. About all they need is clothing, because they raise sufficient food to meet their requirements.

Now, however, state engineers are laying a road which will eventually enable every tourist to back up to their doors.

The tobacco-chewing philosophers who sit around the general store foresee the time when the country there may be a great picnic ground for the cities along the seaboard.

U. S. Elevator Operators Must Be Good Spellers

Uncle Sam's elevator operators must be good spellers and letter writers. Announcing examinations for the $1,080 posts, the civil service commission in Washington said competitors would be rated on "spelling, penmanship, copying from plain copy, letter writing, arithmetic, and on their training and experience."

Navy Officer's Daughter In 25 Different Schools

Madeleine Hansen, of Salt Lake City, Utah, is probably one of the most cosmopolitan students in the United States. The seventeen-year-old daughter of Lieutenant and Mrs. Harry Hansen has attended twenty-five different schools in this country, Hawaii and Guam. "If you want to attend lots of schools," she remarked, "just be the daughter, or son, of a navy man."

Rare Student Is Found in Missouri

Twelve years in school without an absence or tardy mark is the record of John W. Truesdale, Higginsville (Mo.) high school student. He worked in his spare time to pay expenses, and still found time to serve as class treasurer this year, earn his letter in basketball and football, and play a saxophone in the school orchestra.

Men Seen Turning Back to Classics

Chester H. Rowell, publicist and regent of the University of California, prophesied a revival of classical education at a joint meeting of the California Association for Adult Education and the Pacific Southwest Academy at Occidental College, Los Angeles. "Modern leisure has created a problem that can only be met by a return to the best and most fundamental elements of our civilization," Dr. Rowell said. "Men soon become surfeited with pleasures of a superficial or trivial nature, no matter how attractive they may appear at first. People of much leisure have always known this, but for ages they were only a handful; the vast majority of men were contented with orgies because they had too little leisure. Now, whole nations are faced with ample and growing leisure, and they will have to be trained to appreciate the lasting and beautiful things of the world if they are to be happy."

Chinese Students Are Said to Excel

Chinese students are far ahead of American students in that they are more serious about their work, according to Mrs. Lucy Jenkins Franklin, dean of women at Boston University. As a trustee board member of Yenching University, Mrs. Franklin has made detailed surveys of student life in the Chinese college. "The students who attend Yenching are more serious about their education than the American student, because modern education is a comparatively new thing in China," the Boston University dean said. "Even the good times of the Yenching student differ vitally from our student ideas about amusements." "The Chinese student," she continued, "is eager to find out what the rest of the world is doing, and social affairs take the form of informal discussions and conversations about world affairs." Yenching University, Mrs. Franklin added, is run under the American plan, with entrance examinations, student government and special provisions made for the commuting student.

England's Spelling Urged in Canada

English words should be spelled after the custom in vogue in England, rather than according to the United States system, in the opinion of the Canadian Historical Association. At the opening of its annual meeting the association went on record in favor of the use of English spelling in Canada, thereby associating itself with the Royal Society of Canada and the Canadian Geographical Society, both of which recently adopted similar resolutions.

School in Hospital Proves Helpful

The plan of having the school follow the child even into the hospital, which has been started in New York, is now in operation in the Middle West as well. The special education department of the hospital school of the University of Michigan keeps many of its young charges mentally occupied by having groups of them undertake class projects. Travel is the favorite pastime—undertaken with pictures, illustrated advertising brochures and the like, all within the hospital confines. One group ranging in ages from five to nine began by dramatizing the explorations of Columbus, and ended by

taking themselves on a trip around the world—figuratively. Each child kept a diary of the cruise. The idea is considered of special value not only in keeping the child learning, but also for its beneficial psychological effects.

Insurance For Faculty At Boston University

Boston University has just joined the group of educational institutions that offer life insurance to its faculty members and other employes under the group plan. Approximately $500,000 of life insurance protection is to be offered to its staff, numbering more than 600, according to the announcement made by President Daniel L. Marsh. The university, says President Marsh, will bear the major portion of the premium, and the individuals will make up the balance in small monthly payments. Entry into the plan will be optional. Other leading institutions which have made this provision, the announcement pointed out, include Dartmouth, Yale, New York University, Wellesley and Massachusetts Institute of Technology, as well as the Harvard Athletic Association.

Abnormal Children Given More Attention

Increasing attention was given during the past year to the education of subnormal and abnormal children in the United States. A survey of this field by the United States Office of Education disclosed that there are 736 cities with a population of more than 10,000, which now have special classes and schools to reach those children deviating from average capacity.

Girl Students In Germany

Of the 132,000 students in German colleges and universities, about 18,500 are women, according to the latest available data. Seven girl students in every twenty are working for doctorates in philosophy. Medicine comes next in popularity, with twenty-four per cent., followed by natural science, with eighteen per cent., and political economy, with eleven per cent. Slightly more than one per cent are studying theology.

America Lacks Own Language

America is without a language of its own, believes Dr. George O. Curme, professor of Germanic philology at Northwestern University. In a recent book Dr. Curme proves that every usage in American speech can be traced to some English dialect. Even the Gullah dialect of South Carolina negroes is not a relic of African days, he says, but is merely a corruption of English speech. Dr. Curme is a champion of the use of the split infinitive, condemned by rhetoricians and grammarians, and says it has a scholarly origin in fourteenth-century England.

Lazy Fascist Students Pay Military Penalties

Playing hookey, under the Fascist educational system in Italy, has become a military crime. Members of the Fascist University group who fail to do their work find themselves sentenced to clean greasy rifles under the watchful eye of a hard-boiled black-shirt sergeant. Even giggling in class may bring this penalty. After several hours of fatigue duty the student is told to remember the Mussolini slogan that "a book and a musket make a perfect Fascist."

Night Study Planned For Russian Women

Night courses are being opened in Moscow to fit women workers for the more skilled branches of their trades, and arrangements are being made for the nurseries, which are attached to most factories employing women, to function by night, as well as by day. Shortage of labor has brought about a move for the supplementary employment of women, and to further the Soviet ideal of drawing women away from the home into factory and office work.

Free Lunches At Commencement

Free lunches were served at the University of Michigan commencement this year. One of the problems of graduation exercises in recent years has been the large number of women who fainted. Physicians decided that the chief reason was that many of them came without eating breakfast. So this year, coffee, crackers and milk were supplied by the university.

Find Harvard Men's Backgrounds Changing

The occupational status of fathers of students at Harvard University is changing, according to findings made by Gordon T. Bowles, of Tokyo, a student, and reported in a recent issue of the Harvard Alumni Bulletin by E. A. Hooton, professor of anthropology. "Manual workers and merchants," he says, "show a great proportional decrease; business and manufacturing occupations a slight increase. The largest increase is in teachers, writers and artists, and in the proportion of bankers and lawyers. Scientists, engineers, doctors and dentists are slightly more numerous among the Harvard fathers than in former times. Clergymen just about hold their own."

Private College Students Excel

Freshmen in private colleges and universities are one up on those in public institutions. In a series of psychology tests given to students of 137 colleges and universities of the United States it was shown the lowest average of the public school was sixty-three, and the highest was 175.9. The lowest average of the private school was eighty-five, and the peak was 235. The tests were forwarded to 36,749 freshman students in all parts of the country by Professor S. B. Laughlin, of Willamette University, Salem, Ore. The New England and Central Atlantic groups of states made the best showing, the compilation showed, with the former group scoring 170.45, and the latter 170.75.

Rural Education Conference Topic

Representatives of educational associations and organizations concerned with farm problems will meet together in Los Angeles, July 2, to attempt to formulate a ten-year plan for rural education in the United States, William J. Cooper, commissioner of education, announced. The conference will be conducted jointly by the office of education, the National Education Association and the National Congress of Parents and Teachers. The Federal Farm Board, the National Grange, the Federal Board for Vocational Education, and farm publications have been invited to take part. The first session will discuss the next ten years in rural schools; the second, the next ten years in rural life, home, church, press, development of farming; the third, the next ten years in rural child welfare.

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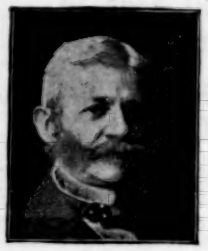

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Standard of Conduct For College Alumni

Concern over the ability of college men and women to master their pleasures was expressed by Dr. William J. Cooper, federal education commissioner. Addressing the graduating class of American University, Dr. Cooper outlined a standard of conduct for college graduates, and said: "I wish I could see indications that our college men and women were masters of their pleasures. But I must question our ability to meet this standard when I read in the press of college students arrested for offenses which characterize the ne'er-do-well sons of the wealthy, and when the president of a great women's college can be quoted as admitting that the college gets some of the 'backwash of lawlessness' which is rampant in our land." The commissioner said educated Americans should adapt themselves to American civilization as they find it, with a view to aiding all the people; set high standards of conduct, and manifest a Christian integrity toward "the corrupting influences of a pagan pleasure cult."

Campus Riots End With Rise of Athletics

The development of college athletics has caused the gradual disappearance, during half a century, of campus rioting, "scandalous" rushes and such disorders, according to Professor W. P. Bridgman, of Lake Forest, Ill. Since his graduation from Yale in 1881, Professor Bridgman says, student disorders have declined as the interest in sports increased. In writing in The Alumni Weekly of the freshman "rush" which marked his advent at Yale. Professor Bridgman alluded to it as "The Battle of Shirtza," and asserted that the class returned from the rush to the campus on the back streets, scantily clad. Dr. Bridgman related that, in sophomore year, the class of 1881 uprooted the system of general class rushing, as intercollegiate athletics dawned.

Dancing Detracts From Study at Queen's

College studies suffer more from students' dancing than from athletics, says Dr. W. Hamilton Fyfe, principal of Queen's University, Kingston, Ont. Dr. Fyfe admits, however, that "it would be a waste of words to deplore at length the excessive demands of dancing upon the time of some students." Athletic students are better students than those who spend their spare time dancing, he declares.

Jersey School Salaries Discussed

At a recent luncheon conference in Trenton, N. J., of the State Federation of District Boards of Education, the question of teachers' salaries was considered, and it was urged that there be careful study of economic conditions before increases were given. The meeting also discussed redistribution of school and other tax burdens.

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GRINS BETWEEN GRINDS

Close Application

Student—"Hey, I wanna exchange this textbook."

Clerk—"Too late; you've had it a whole term."

Student—"But I just found out that every other page is missing."

Then He Saw Red

Flapper, to cop at busy intersection—"What's the idea, no lights here?"

Guardian of the Law—"I'm the light at this corner, lady."

Her Majesty—"Then turn green, so I can cross."

A Coming Scientist

Johnny—"I know why mosquitoes bite you more than they do other people."

Father—"Why, son?"

Johnny — "Cause you have high blood pressure, and they don't have to suck so hard."—Capper's Weekly.

The Old Days

Uncle and niece stood watching the young people dancing about them.

"I bet you never saw any dancing like this back in the nineties, eh, Uncle?"

"Once—but the place was raided."

Blameless

A darky porter on a Pullman was approached by a bridegroom whom he had helped on with his baggage.

Bridegroom—"Now, George, I've got two dollars here for you. I don't want anybody else on this car to know that we were just married."

The Porter—"All right, boss, jes' leave it to me."

So the following morning, when the mister went into the diner followed by the missus, there was a great craning of necks, and the missus started to blush, and the mister apparently saw what was taking place.

The Bride—"Darling, everybody is staring at us. I thought you fixed it up with the porter so nobody would know we have just been married."

Bridegroom—"Well, I'll get him."

So he got the porter over in a corner.

Bridegroom—"Say, when we got on here there wasn't anybody but you knew we were married. Now I can tell by the expression on everybody's face that they all know it. You're the man to blame now."

The Porter—"No, boss, yo' kain't blame me 'cause that ge'men over there with the shepherd plaid suit on come up and said to me: 'Bride and groom over there?', an' Ah says: 'No suh! Dem people am not married a-tall!'"

Meetings To Be Held

JUNE

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Cnamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

28-July 4: National Education Association, Secretary J. W. Crabtree, 1201 16th Street, N. W. Washington, D. C.: Los Angeles, California.

28-July 4: National League of Teachers' Associations, Secretary G. W. Aiken, 624 Lincoln Avenue, Cincinnati, Ohio: Los Angeles, California.

29-July 3: American Federation of Teachers, Secretary F. C. Hanson, 506 South Wabash Avenue, Chicago, Illinois.

29-July 2: National Education Association, Department of Business, Secretary K. Munkhoff, Grant High School, Cedar Rapids, Iowa: Los Angeles, California.

29-July 3: National Education Association, Department of Kindergarten Primary Education, secretary, Mrs. Florence K. Hampton, Public Schools, Los Angeles: Los Angeles, California.

29-July 3: National Education Association, Department of Lip Reading, Secretary A. I. Putnam, 3610 Milam Street, Houston, Texas: Los Angeles, California.

29-July 3: National Education Association, Department of School Health and Physical Education, Secretary J. E. Rogers, 315 Fourth Avenue, New York City: Los Angeles, California.

29-30: National Education Association, Department of Science Instruction, Secretary E. E. Edwards, Board of Education, Los Angeles: Los Angeles, California.

29-30: National Education Association, Department of Visual Instruction, secretary, Mrs. Grace Fisher Ramsey, Department of Public Education, American Museum Natural History, New York City: Los Angeles, California.

30-July 5: National Association for the Advancement of Colored People, Secretary Walter White (acting), 69 Fifth Avenue, New York City: Pittsburgh, Pennsylvania.

30: National Education Association, Department of Adult Education, Secretary Alonzo G. Grace, University of Rochester, Rochester, New York: Los Angeles, California.

BOSTON PUBLIC SCHOOLS: Examinations for candidates for the Master's Degree in Education in The Graduate School of The Teachers College of the City of Boston will be held at The Teachers College, Huntington Avenue, near Longwood Avenue, on Thursday, June 25, and on Friday, June 26, beginning promptly at 9 o'clock A. M.

Only holders of an approved bachelor's degree may be admitted to the examinations.

For information in regard to eligibility requirements and subjects of examinations apply to the Board of Examiners, 15 Beacon Street, Boston.

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